ACADEMIC MOTIVATION AND SELF-EFFICACY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LEARNING STYLE AND FAMILY ENVIRONMENT

SYNOPSIS OF THE THESIS

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CERTIFICATE

This is certify that the thesis titled **"ACADEMIC MOTIVATION AND SELF-EFFICACY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LEARNING STYLE AND FAMILY ENVIRONMENT"** is an original piece of work done by **Shilpa** under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"ACADEMIC MOTIVATION AND SELF-EFFICACY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LEARNING STYLE AND FAMILY ENVIRONMENT"** to be submitted for the partial fulfillment of the degree of doctor of philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles, it has not been submitted to any other university or Institution for the award of any degree or diploma.

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INTRODUCTION

"Education is our passport to the future, for tomorrow belongs only to the people who prepare for it today."

Education is very important for human development. Education gives all round development of human being. Without education, man is like an animal and through education; man becomes a civilized creature and performs all his function in the society. Education teaches us how to understand things and how to apply them in our life. Through education, we get information in this society and how to live in the society, country and world. Education gives our future generation the knowledge of the previous generation. Education is the process or act of learning or teaching, i.e., acquiring or imparting knowledge. It includes the preparation of children for mature life. It is only through education that values are created in humans and it is through education that a person can achieve and know the goal of his life. Through education we get knowledge, we get experience.

Student's motivation is a critical factor in education. Motivation refers to the driving force that compels individual to act in pursuit of their goals. In education, student motivation is the desire, willingness and ability to engage in learning activities and achieve educational goals. Academic motivation is a student's desire. Academic motivation refers to the cause of behaviors that are some way in related to academic functioning and success, such how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are when faced with obstacle.

Motivated students achieve success quickly and achieve their goals. Motivation is an essential ingredient in effective teaching and learning. It is not only positive behavior in student, but it also contributes to a greater sense of wellbeing. We will address the importance of motivation in education, the different types of education in schools-including intrinsic and extrinsic motivation, and how to motivate children in school. Motivation is defined as our enthusiasm for doing something. Motivation is reason for acting or behaving in a particular way. The term motivation is derived from the Latin verb 'mover' which means so quite literally; it's what keeps us moving in education. Motivation helps students to focus their

attention on a key goal or outcome. Students who are motivated display goal oriented behaviors.

Motivation in the classroom can be discovered in this way, as it enables to us

- Change behavior
- Spark curiosity
- Develop competencies
- Set goals
- Develop interests
- Blossom talents
- Plan for the future

The ultimate purpose of education is to contribute to the cognitive developments of an individual, the achievement of society, and to make significant contribution to social and economic development. Education is a process that not only helps us gain new knowledge and achievement but also help us to develop our thoughts emotions and prospective.

Student's motivation is a critical factor in education. Motivation refers to the driving force that compels individuals to act in persist of their goals. In education, student's motivation is the desire, willingness, and ability to engage in learning activities and achieve education goals. Education is the on the one hand, develops the full personality of an individual making him intelligent, courageous bold and strong with good character and on the other hand, it contributes to the growth of development of the nation in general and the society in particular. Education is the process of developing the capacities and potentials of individual to make their life successful in the society. From this prospective, the primary purpose of Education is creating individual development related to skills that society deems important (Sikhwari, 2008).

MEANING OF MOTIVATION:-

One of the most critical skills for effective leadership, self confidence and management is the ability to motivate others. Many people ask me what is motivation? Most people work hard day and night but they do not succeed in their life. They need enthusiasm that can take

them to the heights of success. Today in this article we will talk about motivation, what is motivation and how it works in our life. So let's know about it.

Motivation is a kind of driving force which creates the fire within us to do something in our life. Increase our working capacity, increases it instantly. We start doing our work with full enthusiasm. It mainly works to fulfill enthusiasm. It mainly works to fill enthusiasm in our work and emotions. Motivation means creating enthusiasm within yourself, creating passion to do something in your life. If you are not doing any work in your life then it can create a fire within you to do something so that you will never sit idle, it will create a passion to work in you.

Motivation is like a very powerful weapon which removes the negativity in our mind and inspires us from within so that we become active in our life again. Whatever we are doing in our life right now is because of some motivation to other person. It is such a powerful force that can change our lives. To reach any big level or to become successful, we need motivation. How will be succeeding as long as we keep sleeping? Motivation helps us to stay awake and achieve our goals which we have set in our life.

Motivation- refers to those wishes, drives, desire that stimulate or activate a man to do things.

-is something that moves a person to action. It is largely based on individual needs and perception.

-is an inner impulses or an internal force that initiates and directs that individual to act in a certain manner to satisfy a need.

WHY DO WE NEED TO BE MOTIVATED?

Every person wants to be successful in his life, and whatever a desire to be successful arises, the person needs motivation. Success makes your life happy, and people get respect in your life more. If you are successful in your life then people want to connect with you, want to learn from you and people want to like you. And if you are not successful person gets. Without motivation, your life just passes by; you are not able to reach a big level in your life. No one respects you and you cannot get any kind of place in the society. If you are satisfied

with your life then you will never try to move up to the next level. No one can motivate you because he does not realize the needs of his life and hence he does not want to try achieving anything.

HOW DOES MOTIVATION WORK

When we understand this thing how motivation works, we can motivate ourselves so that we can reach our goals and along with this we can also motivate others so that they can also become successful. Talking to yourself cultivating our inner motivation to desire success it shows. Suppose you start a new job but there is a fear inside you whatever you will be successful or not. But if you talk to yourself regularly and says-"My confidence is increasing double every day. Yes, I am getting closer to my goal and I am successful I will die only after being." Such things create confidence in us and we are able to keep ourselves motivated.

WHAT IS ACADEMIC MOTIVATION

Motivation is defined as our enthusiasm for doing something. It is the 'why' behind every action. Motivation is the reason-for acting or behaving in a particular way. It helps us to set a goal and reach it. The term 'motivation' is derived from the latin verb 'mover' so, quite literally, it's what keeps us moving. In education, motivation helps children and young people to focus their attention on a key goal outcome. Students who are motivated display goal-oriented behaviors.

Definition: - Academic Motivation: Motivation is a necessary ingredient for learning. Satisfactory school learning is unlikely to take place in absence of sufficient motivation to learn. Denhardt (2008), defined motivation as ―what causes people to behave as they do‖ Lawler (1994) said ―motivation is goal directed‖. Motivation outlines the achievement and pursuit of goals. Pettinger (1996) defined motivation as environmentally dependent.

THE IMPORTANCE OF ACEDEMIC MOTIVATION

Learning can be more effective and enhanced if teaching is taught keeping in mind actual examinations according to various theories of motivation. Thomson has shown the

importance of motivation thus "Motivation is an art which makes students interested in reading not experience. This experience is provided by motivation".

The role of motivation in the field of education is as follow:-

1. Learning: - This is the main basis of learning. Does and leaves it to sorrow. This is a rule of thumb. Therefore, praise from parents, other children and teachers bring inspiration. In this way he keeps moving forward.

2. Achievement of the goal: - Just as children have a goal in life, similarly school also has a goal. Motivation plays the main role in achieving this goal. All these goals are achieved by natural trainers. In this form, the motivation for setting goals in the learning process is objective oriented, that is why setting goals is related to life.

3. Character building: - character building is the best quality of education. This is how a document is communicated. Great thoughts and values are born and are formed. Children are advised work more. Inspiration plays an important role in building good values.

4. Attention: - for successful teaching it is necessary that students should remain attentive to the lesson. In the class, students are counter-adviser of the text, it is restricted to inspiration. Due to academic motivation, there will be no dedication towards the lesson and students will not be able to target the mind, this dedication is based on motivation only.

1. **Teaching method: -** Motivation also has a prominent place in the teaching method used. Only in this situation the lesson can be made interesting and teaching can be made successful.
2. **Curriculum:**-Also in the preparation of curriculum for students. Inspiration plays an important role. Such subjects should be given place in the curriculum which generate inspiration and interest and attract them; similarly a learning environment should be created.
3. **Instruction: -** In the present era we are seeing the problem of instruction ar every level. If motivational purposes are used in school then the problem of instruction can be solved to some extent.

SELF-EFFICACY

Bandura (1977) states, "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of effective facilitator of performance.

Adolescent's period is full of anxiety, worries, frustration, complexes and conflicts. It is needed to help the students to understand their problems. Adulthood is a period when people have to learn cope with many demands arising from parternership, relationships, and occupational careers. Self-efficacy directly relates to how long someone will stick to workout regime. Low and high self-efficacy determines whether or not someone will choose to take on challenging task. Self-efficacy refers to an individual's belief in his/ her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment.

HOW DOES SELF-EFFICACY DEVELOP:-

Albert Bandura (1977) states individuals develop their self-efficacy beliefs by interpreting information from four main sources of influence.

1. **Mastery experience (Performance Outcomes):-** The most influential source is the interpreted result of one's previous performance and mastery experience. When we talking about mastery experiences, this refers to the experiences one gain when one takes on a new challenge and successful at doing so. Mastery experience are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal efficacy.
2. **Vicarious Experience: -** The next important source of self-efficacy is the vicarious experiences provided by social models. Albert Bandura (1977) quotes those "Seeing people similar to oneself succeed by sustained effort raises

observers" beliefs that they too possess those capabilities to master comparable activities to succeed.

When one person has positive role models in their life (especially those who display healthy level of self-efficacy**)** one is more likely to absorb at least a few of those positive beliefs.

3. **Social Persuasion: -** self-efficacy influenced by encouragement and discouragement pertaining to an individual's performance or ability (Redmond, 2010).

For example , if one person was telling an elementary school child that they were capable of achieving greatness and that they should set out achieve anything their heart desires- this would be how verbal persuasion looks in action.

4. **Emotional and Physiological: -** The physical, emotional and psychological well being of a person can influence how they feel about their personal abilities in a particular situation. For example, if you are struggling with depression and anxiety, you might find it harder to have a healthy level of well being. It is impossible to build self-efficacy while suffering from some of these struggles? Of course not, but boosting you self-efficacy is must easier when one feels healthy and well. (Albert Bandura, 1982)

ACADEMIC MOTIVATION AND SELF- EFFICACY

There is no doubt academic motivation and self- efficacy is correlated. Self-efficacy is the belief in one's own ability to succeed. Motivation is the individuals desire to succeed. Self-efficacy is a significant predictor of academic motivation, which provides a foundation for the serial variables of self-efficacy and academic motivation. The interaction of parents, according to social cognitive theory, enhances the self-efficacy of teen age students.

Bandura (1977) proposed that self-efficacy influences an individual's activity selections and efforts. People who have lack confidence in their ability to do a task many avoid it, those who think they are capable should engage gladly who believe in their talents are expected harder and preserve longer when they faced challenges than Individual those who question their abilities and capacities.

LERNING STYLE

Learning style is relevant for both educators and student. Learning style is a method of processing information. Learning style was work of Howard Gardner, who proposed that every person possesses several types of intelligence, and intelligence is not fixed. His theory termed multiple intelligences identifies several ways people can be intelligent. Gardner states that multiple intelligences are not the same as learning styles.

Types of learning style: - there are four learning styles that are generally accepted by the psychologist. They are:-

- Visual learning
- Auditory learning
- Kinesthetic or Physical learning style
- Reading and writing

1. Visual learning: - Visual learning occurs through interaction with the information presented in the form of visual imagery, such as:

Photos

Graphs

Info graphics

2. Auditory learning: - Auditory learner through hearing and listening. Students using this method comprehend and remember what they hear more quickly.

3. Kinesthetic or Physical learning style: - means learning through practice. This type of learning can read or listen to instructions, but deep understanding occurs via the process of doing.

4. Reading and writing: - Reading and writing is another method of learning during which students mainly prefer to write and read in order to learn more effectively.

FAMILY ENVIONMENT

Since birth, a child faces many situation and moves forward in a development-oriented manner; in this process he acquires many experiences. His education lies in gaining these experiences. John Locke, accepting the importance of education in human life, has said that "plants-develop through by agriculture and humans through by education".

A child's education and development starts right after birth. Therefore, every child gets a family environment right from birth, this is where his education beings, that is why family is called the first school of the child and family environment is the foundation of the all round development of the child. The child forms and develops his behavior, conduct, thoughts, morality etc. according to the beliefs of his family. The objective of education is the all round development of the child but the family environment plays a major role in development of child.

The family plays an important role in the development of a student. It has become clear from previous research that the personality, language, lifestyle, family livelihood etc. of all the members of the family have an impact on the child and his educational achievement. As a result of home environment, the subject is also influenced by the culture of his family. Family is also an institution in which its tradition, customs etc. are developed and passed on to the

coming generation. All member of the family have their own responsibilities. In the modern era, the pace of development has increased due to the scientific invention and research. As a result, families have also been affected. Due to which family duties have also reduced.

Good educational achievement level and good adjustment elevates the character of the students. If the family environment has qualities like truthfulness, honesty, hard work and dutifulness etc., if the child is well adjusted then these qualities automatically arises in the students. If the family environment of the child suitable then it also affects the Child's studies, the result of which is visible in the form of his performance and academic achievement. If students have a positive family environment, they are more likely to achieve better academically.

REVIEW OF RELATED LITRATURE

Dubey (2011) studied emotional intelligence and academic motivation among adolescents and reported positive relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differed significantly with respect to emotional intelligence.

Isiksal (2012) conducted a study on Turkish and American undergraduate student's academic motivation and self concept regarding the years that they spend in University. The results showed that there was a statistical significant effect of nationality and number of years spent in university on undergraduate student's intrinsic motivation, extrinsic motivation, and self-concept score. Turkish students had higher intrinsic scores whereas American student had higher extrinsic scores and more positive academic-self concept compare to Turkish partner.

Bayrak (2012) investigated the effect of some personal characteristics such as age and gender of the secondary school students on their learning styles. The finding showed that 42.2% students were competitive; 29.2% students were collaborative ; 10.9% were independent 4.5% were avoidant; 4.5% were participants whereas only 2.7% were having dependent type of learning styles. The results confirmed that there was a statistically significant difference between the learning styles of the students and their gender while there was no statistically significant difference between their class level and their learning styles.

Kumar (2013) investigated the effect of academic motivation on secondary school student's gender and habitant wise. The test was administrated on 700 ninth grade students of both sexes drawn from different schools under West Bengal Board of Secondary Education. The result showed that students significantly differed sex wise on academic motivation, but there was no significant difference between urban & rural students or in any strata of them.

Kumar and Lal (2014) examined the pattern of relationship between the academic achievement and family environment. The obtained results indicated that academic scores of girls were found better than the boys while boys leads the girls on family environment scores where the t-value was significant at 0.001 levels. There was a clear cut difference between the

scores of high and low groups and the t-value was again significant at 0.01 levels. The results found that the adolescents experiencing healthy family environment were found to have higher academic achievement in comparison to children belonging to low family environment.

Taruna (2015) found significant difference between male and female students in dependent collaboration, visual, auditory and kinesthetic learning style. Female students preferred these styles more than their male counterparts and there existed no significant difference between male and female students in competitive, independent, avoidant and participative style of learning.

Harvinder (2016) revealed that there was no significant difference between learning style of male and female**.**

Ahuja (2016) conducted a study on the impact of self-efficacy and academic achievement among secondary school students. The sample comprised of 106 boys and 104 girls of 9^{th} class from Government senior secondary school students. The researcher found that there was significant difference between the academic achievement of boys and girls.

Gopalkrishnan and Palanivelu (2016) found that kinesthetic learning styles were found to be more prevalent than visual and auditory learning style. There existed positive high correlation between academic achievement and learning style of senior secondary school students in mathematics**.**

Ghaonta (2017) conducted a study on "Intrinsic and Extrinsic Motivation" of senior secondary school students of Shimla district. Results of this study revealed that senior secondary school students differed significantly in intrinsic and extrinsic academic motivation on the basis of their gender. Senior secondary school students did not differed significantly in intrinsic and extrinsic academic motivation with respect to area.

Bala el al. (2017) conducted a research on self-efficacy of senior secondary school students with respect to demographic variables. Finding of the study indicates significant difference in government and private school students, male and female students, science and

arts stream students, rural and urban school students. Age wise no significant difference was found in self efficacy of different age groups.

Mill (2018) examined "Academic Motivation" of senior secondary school students. The result of the study showed that the majority of students (55.88%) were found to have average academic motivation while 36.69% were found to have the low academic motivation. Only 7.43% of students were found to have high academic motivation.

Marumo, Joseph & Anikelechi (2019) conducted a research on academic motivation of school going adolescents. The results reveled that older and younger school going adolescents differed in their academic motivation. The results of this research showed that school going adolescent's academic motivation was high and gender played a role in their academic motivation while age did not.

R. Udhaya Mohan Babu (2020) found no significant difference between 11^{th} and 12^{th} standard higher secondary school students in their learning styles and its dimensions- logical, linguistic, musical, interpersonal, learning styles. There was no significant difference between 11^{th} and 12^{th} standard higher secondary school students in their learning styles and in the dimensions. It was further found that there was no significant difference between male and female higher secondary school students in their learning styles and its dimensions- logical, linguistics, musical, spatial, bodily- kinesthetic, interpersonal learning styles.

Binuraj and Chitra (2020) conducted a study on the family environment of higher secondary students based on Family type; locality and Socio-Economic Status. The study aimed to compare the family environment of higher secondary school students based on family type, locality, and socio economic status. The result of the study examined that there was significant difference in family environment due to family type, locality type, and socio economic status of higher secondary school students.

Puja (2021) investigated that social report and self-efficacy can enhance student's engagement. Self-efficacy and social support play important role in determining student's engagement. Senior secondary school students, who have high self-efficacy and are supported

by other (family members, peers and online resources) are more engaged in their learning, which in turn enhances their academic achievement. We as a teacher, parents and administrator must understand this role and imply it in the educational settings.

Okonkwo Chiomo Jennifer (2021) found that secondary school students were having higher degree of academic motivation and it was negatively and significantly related with their academic achievement in English subject and it had positive and significant relation with their self-esteem.

Sultana and Kundu (2022) conducted a study the different learning styles of male and female secondary school students. A sample of 286 male and 281 female students were selected. The findings of the study reveled that there is very slight difference in learning style of male and female secondary school students.

Sahan et al. (2023) revealed that student's motivation, self competency, perceived competence, and the amount of a second foreign language used in the classroom significantly predicted the severity of language difficulties. Self-efficacy was most significant predictors. Overall the study has examined the significance of self-efficacy as a factor in language learning motivation.

NEED AND SIGNIFICANCE OF THE STUDY

Academic motivation is important because it plays vital role in the educational process and has a significant impact on the learning outcomes. Motivated students are more likely to achieve better result in mastering new materials have a higher level of involvement in the learning process. Academic motivation is closely related to student's professional formation and personal motivation. Understanding the factors influencing academic motivation can help improving the quality of education and psychological development of students. Academic motivation is linked to student's academic performance, well-being, and resilience, which are important for coping with challenges in educational environment. Therefore, promoting and maintain academic motivation is essential to promote students academic success, overall satisfaction, and personal growth with their educational experiences.

Self-efficacy is a significant predictor of academic motivation, which provides a foundation for the variables of self-efficacy and academic motivation. The interaction of parents and teachers according to social cognitive theory enhances the self-efficacy of adolescents. This research focused on the levels and relationship of the variable. There is no doubt that self -efficacy is correlated with students motivation and learning. Self efficacy is beliefs own ability to succeed. However, motivation is individual desire to succeed. Self-efficacy correlates with motivations. Self-efficacy influences our behavior and how we interact with the world. Self-efficacy has been shown to influence physical and mental health. Self efficacy is a person's belief in their ability to succeed at task they take on. We should all know more about it, and its effects. The benefits of self-efficacy resilience to stress. Having a high level of self efficacy can help change your perspective on stressful issues. Instead of allowing self doubts to bother you at stressful times, you may be inspired to develop solution that work for you.

The learning styles on the part of the learners play a significant role in the way of acquiring, processing and retaining information. Each individual having a unique style of learning. Motivation contributes to academic success, but different learners have different ways of acquiring knowledge. Present world has become very competitive where an individual need different types of knowledge to face the demand of the world. To fit in more than one learning style. Multi learning styles will help the students to gather the various type of knowledge. Present study will animate students to possess more than one learning styles to gather divergent knowledge, to achieve success in academic performance, to get success in competitive exams and face realities of life.

Secondary school students are in the development stage of adolescence. While the academic motivation of secondary school students is very important to every student, the family environment is important factor that affects academic performance. Through this study the family of origin environment can affect students. This study will then provide suggestion to improve academic performance of secondary school students and inspire others parents as much as possible to give their students a good learning environment.

STATEMENT OF THE PROBLEM

ACADEMIC MOTIVATION AND SELF-EFFICACY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LEARNING STYLE AND FAMILY ENVIRONMENT

OBJECTIVES OF THE STUDY

1. To study the level of academic motivation and self-efficacy among senior secondary school students.
2. To study and compare the academic motivation among senior secondary school students with respect to:-
   i) Gender
   ii) Stream
   iii) Learning style

3. To study the interaction between:-
   i) Gender and stream
   ii) Gender and learning style
   iii) Stream and learning style
   iv) Gender ,Stream and learning style

   With regard to academic motivation of senior secondary school students.
4. To study and compare self-efficacy among senior secondary school students with respect to:-
   i) Gender
   ii) Stream
   iii) Learning style
5. To study the interaction between :-
   i) Gender and stream
   ii) Gender and learning style
   iii) Stream and learning style
   iv) Gender ,Stream and learning style

With regard to self-efficacy of senior secondary school students.

6. To study and compare academic motivation among senior secondary school students with respect to:-
   i) Gender
   ii) Stream
   iii) Family environment
7. To study the interaction between:-
   i) Gender and stream
   ii) Gender and family environment
   iii) Stream and family environment
   iv) Gender, stream and family environment

   With regard to academic motivation of senior secondary school students.
8. To study and compare the self-efficacy among senior secondary school students with respect to:-
   i) Gender
   ii) Stream
   iii) Family environment
9. To study the interaction between:-
   i) Gender and stream
   ii) Gender and family environment
   iii) Stream and family environment
   iv) Gender, stream and family environment

   With regard to self-efficacy of senior secondary school students.
10. To study correlation between learning style and academic motivation among senior secondary school students.
11. To study the correlation between family environment and academic motivation among senior secondary school students.
12. To study the correlation between learning style and self-efficacy among senior secondary school students.

13. To study the correlation between family environment and self-efficacy among senior secondary school students.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in academic motivation among senior secondary school students with respect to:-

i) Gender
ii) Stream
iii) Learning style

2. There will be no significant interaction between:-

i) Gender and stream
ii) Gender and learning style
iii) Stream and learning style
iv) Gender, Stream and learning style

With regard to academic motivation of senior secondary school students.

3. There will be no significant difference in self-efficacy among senior secondary school students:-

(i) Gender

(ii) Stream

(iii) Learning style

4. There will be no significant interaction between:-

(i) Gender and stream

(ii) Gender and learning style

(iii) Stream and learning style

(iv) Gender, Stream and learning style

With regard to self-efficacy of senior secondary school students.

5. There will be no significant difference in academic motivation among senior secondary school students with respect to:-

(i) Gender

(ii) Stream

(iii) Family environment

6. There will be no significant interaction between:-

(i) Gender and stream

(ii) Gender and family environment

(iii) Stream and family environment

(iv) Gender, stream and family environment

With regard to academic motivation of senior secondary school students.

7. There will be no significant difference in the self-efficacy among senior secondary school students with respect to:-

(i) Gender

(ii) Stream

(iii) Family environment

8. There will be no significant interaction between:-

(i) Gender and stream

(ii) Gender and family environment

(iii) Stream and family environment

(iv) Gender, Stream and family environment

With regard to self-efficacy of senior secondary school students.

9. There will be no significant correlation between learning style and academic motivation among senior secondary school Students.

10. There will be no significant correlation between family environment and academic motivation among senior secondary school students.

11. There will be no significant correlation between learning style and self-efficacy among senior secondary school students.

12. There will be no significant correlation between family environment and self-efficacy among senior secondary school students.

DELIMITATION OF THE STUDY

1. The study will be restricted to four districts. (Mandi, Kangra,Shimla,Kullu) of H.P.
2. The study will be restricted to senior secondary school students studying in class 11th of Government Senior Secondary Schools affiliated to Himachal Pradesh Board of School Education Dharmshala.
3. The study will be delimited to two dependent variables (Academic Motivation and Self-efficacy) and four independent variables i.e. Gender, Stream, Learning style and family environment.

OPERATIONAL DEFINITION OF THE KEY TERMS

- **Academic Motivation:** - Academic motivation refers to the internal or external forces that initiate, direct, intensify, and sustain behavior related to learning and education. It is considered a crucial factor in the educational process, particularly in higher education, and linked to emotional process and learning outcomes. Academic motivation is defined by a student's desire.
- **Self-efficacy**: - Self-efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task. Self efficacy is multi dimension domains. Self-efficacy beliefs of an individual that they can succeed in any given situation and that effort will be exerted to achieve the desired result.

- **Learning Style: -** A learning style is a method of processing information. A learning style is the way in which someone learns or process information. Learning style refers to a range of theories that aim to account for differences in individual learning. Learning is a process through which individuals acquire knowledge, behaviors or skills.
- **Family Environment: -** The family environment "involves the circumstances and social climate conditions within family". The family is a group of persons united by ties of marriage, blood or adoption; constituting a single household, interacting and intercommunication which each other in their respective social role of mother and father, husband and wife, brother and sister, creating a common culture.
- **Senior Secondary School students: -** Senior Secondary School Students refers to the students studying in class 11^{th} of Government Senior Secondary Schools affiliated to Himachal Pradesh Board of School Education Dharmshala. .
- **Gender:** - Gender is having two types:-
  (i) Male
  (ii) Female
- **Stream:** - In the present study, Stream refers to arts stream (arts & Commerce) and Science Stream (Medical & Non-Medical).

RESEARCH METHDOLOGY

Survey technique under descriptive research method will be applied in the present study.

SAMPLING

For achieving the objective of the present study, Multistage sampling technique will be followed.

At the stage 1^{st} stage out of 12 district of H.P, four districts (Mandi, Kullu, Shimla, kangra) will be selected randomly . At the second stage, a list of Educational blocks existing in selected districts will be prepared and four educational blocks will be selected from each selected district by using random sampling procedure. At the third stage, senior secondary schools will be selected by convenient sampling. At the last and fourth stage, senior secondary

school students will be selected by adopting stratified random sampling. The researcher will try to cover minimum 1000 senior secondary school students from selected schools.

VARIABLE OF THE STUDY

In the present investigation, following variables were considered as independent variables:-

- Gender
- Stream
- Learning style
- Family environment

Following variables are considered as dependent variables:-

- Academic Motivation
- Self-efficacy

RESERCH TOOLS TO BE USED:-

- Academic Motivation Inventory developed by K.S.Misra.
- Self-efficacy Inventory developed by S. Dahiya and N. Kumari (2018).
- Learning Style Inventory developed by Prof K.S Misra (2012).
- Family Environment Scale developed by Shaloo Saini and Parminder Kaur (2017).

PROCEDURE FOR DATA COLLECTION

For the collection of data, the investigator will personally visit the senior secondary schools. The tools will be administered to the selected sample of senior secondary school students with the prior permission of head of institution. All of the students will be requested to give requisite information on each item in the tools. They will be assured that the information furnished by them will be kept strictly confidential and will not be shown to anyone.

STATISTICAL TECHNIQUES TO BE USED

For analysis of data, following techniques will be used. To study the level of academic motivation and self-efficacy, certain descriptive statistic like, mean, median, mode, SD, Skewness and Kurtosis will be computed. To find out the effect of gender, stream, learning style and family environment on academic motivation and self-efficacy of senior secondary school students, a statistical technique of 'Analysis of Variance (two-way ANOVA)' will be applied. For studying the correlation between academic motivations, self efficacy, learning style and family environment, 'Product-Moment Correlation' by Karl Pearson will be applied.

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